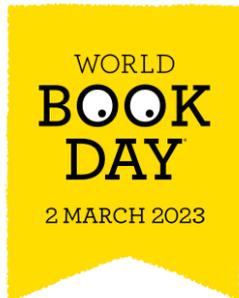


Skills & Knowledge Organiser
Year F
Spring Term 2





Come Outside

Wild Tribe
World Book Day
St. Piran's Day
Gardening
Caterpillar Lifecycle

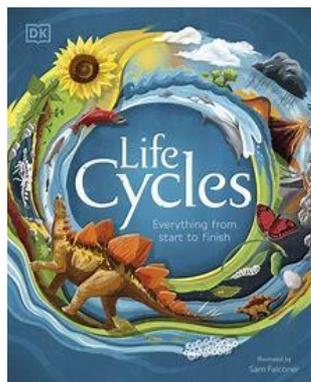


LEARNING HOOKS
CULTURAL CAPITAL & ENRICHMENT
EXPERIENCES

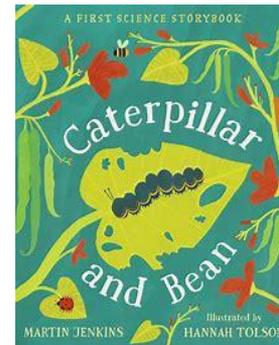




Road Safety



Possible Themes,
Interests &
Lines of Enquiry



OUTDOOR
CLASSROOM



Communication and Language

Vocabulary Concepts:

where, what, why, who, how, either, or, in front, beside, between, until, while, but, although, above, after, all, around, back/ backwards, before, behind, below, both, different, early, forwards, front, story telling language

Revisit/ ongoing throughout the year

Learn new vocabulary

Use new vocabulary in different contexts

Use new vocabulary through the day in discussions and conversations

Learn new rhymes, poems, and songs

Listen to and talk about stories to build familiarity and understanding



Home Learning:

Questions to ask: What season are we in? Can you see any signs of spring yet?

Listening:

Listen carefully to rhymes and songs, paying attention to how they sound.

Listen to and talk about stories to build familiarity and understanding.

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Attention:

Maintain attention in new situations e.g., whole school assembly or PE sessions in the hall. Shift attention when required e.g., when given a clear prompt - 'name'.

Respond:

Articulate their ideas and thoughts in well-formed sentences.

Connect one idea or action to another using a range of connectives.

Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.

Understanding:

Follow instructions or a question with 2 parts in familiar situations

Speaking:

Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.



Personal, Social and Emotional Development

Vocabulary:

Myself, Feelings, Being gentle, Rights, Talents, Responsibilities, Families, Home, Friends, Challenges, Perseverance, Jobs, Help, Exercise, Healthy food, Physical activity, Sleep, Clean, Bodies, Respecting my body, Fun, Fears, Growth

Revisit/ ongoing throughout the year

Continue to develop skills of using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary

Listen to others, speak to peers and adults and engage in discussions in a positive way

Home Learning:

Ask your child ‘What does it mean to feel proud?’ Talk about something they have done that makes them feel proud.



Self-aware Sophie

Express feelings:

Express their feelings and consider the feelings of others.

Manage behaviour:

Identify and moderate their own feelings socially and emotionally.

Self-awareness:

Is able to talk about ways that skills can be improved and to demonstrate pride in achievements.

Independence:

Manage their own needs.

Collaboration:

Work and play cooperatively and take turns with others.

Social skills:

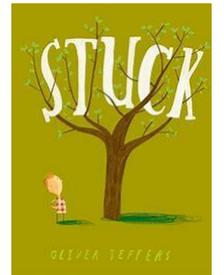
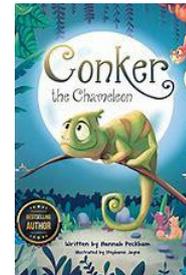
Seek others to share activities and experiences.



PSHE

Our rights; Our responsibilities.

Feelings; Think about the perspectives of others; Show resilience and perseverance in the face of challenge.

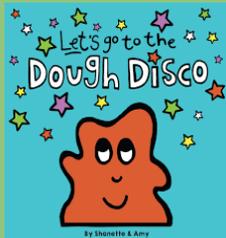


Revisit/ ongoing throughout the year

Continue to develop overall body-strength, balance, coordination, and agility through use of outdoor play equipment.

Home Learning

Dough disco! Scan the QR code to practise.



Vocabulary

Warm up, roll, sidestep, gallop, hop, skip, space, bubble, breathe in/ out, body part names, balance, catch, trap, hold, stop, freeze, cool down, stretch, wide, narrow, long, still, jump, bend, forwards, backwards, side to side, land.



Physical Development



Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.

Gross Motor Skills:

Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.

Fine Motor Skills:

Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

Literacy



Vocabulary: Phoneme, sound, phoneme frame, sound buttons, grapheme, rhyme, print, words, letters, sounds, books, story, blend, segment

Revisit/ ongoing throughout the year

Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.

COMPREHENSION

Use picture clues to help read a simple text.

Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them.

Show understanding of some words and phrases in a story that is read aloud to them.

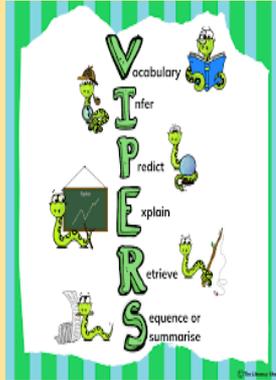
Express a preference for a book, song or rhyme, from a limited selection.

Play is influenced by experience of books (small world, role play).

WORD READING

Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.



Emergent writing:

Spell words by identifying the sounds and then writing the sound with letter/s.

Composition:

Orally compose a sentence and hold it in memory before attempting to write it.

Spelling:

Working on writing a range of CVC words using all the letters and less frequent consonant digraphs and some long vowel phonemes.

Spell phase 2 tricky words.

Handwriting:

Form letters correctly.

Writing in response to a text:

Describe characters from familiar stories.

Writing captions to go with pictures from a story.

Speech/thought bubbles for the characters.



Home Learning:

Can you practice writing the lowercase letters of the alphabet? Are you forming them correctly using the correct pencil grip?

Revisit/ ongoing throughout the year

Continue to develop general sound discrimination, rhythm and rhyme, alliteration, voice sounds, oral blending, and segmenting.



Phonics – Phase 3

Know grapheme phoneme correspondence taught in phase 3.

Working on reading and writing a range of CVC words using all the phonemes taught so far.

Secure spelling using taught graphemes.

Read phase 3 high-frequency common words.

Home Learning

Can you use the sound sheets we have sent home to write the phase 3 graphemes? Can you write a word containing each grapheme?



Talk for Writing

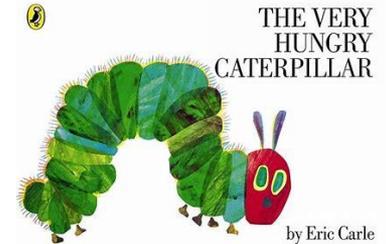
Texts as a Stimulus:

BEAT THE BADDIE TALE

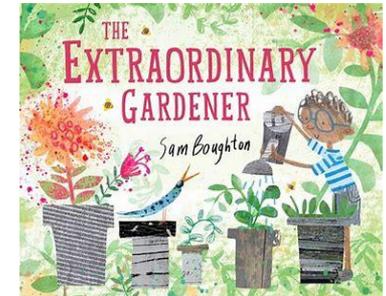
Jack and the Beanstalk

Instructions 'how to trap a giant'.

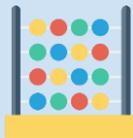
Question writing to Jack and The Giant.



Immerse - Shared Reading
Jack and the Beanstalk
Imitate - Exploring; Comparing to Jack and The Incredibly Mean stalk.
Innovate - Adult Led Discussion & Role Play around 'Baddies', Change the 'Bad' Character.

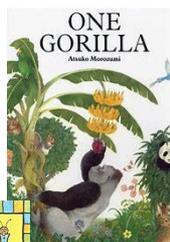
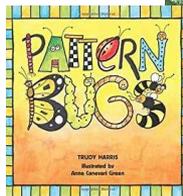
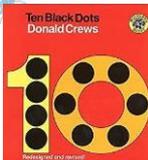
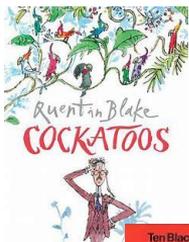


Mathematics



Vocabulary:

Number, zero, one, two, three to ten, count, compare, subitise, bonds, add, total, how many more?, is the same as, equals, more, larger, bigger, greater, biggest, most, less, fewer, smaller, smallest, least, pattern, repeat, corners, vertices, faces, cube, cuboid, cylinder, sphere, cone, prism, pyramid.



Home Learning:

Can you use items at home to make a repeating pattern? You could choose ABB, AAB, AABB or AABBB.

9 and 10

Children continue to apply the counting principles when counting to 9 and 10 (forwards and backwards) They represent 9 and 10 in different ways. Arranging 9 or 10 items into small groups will support the children to conceptually subitise these larger numbers and explore their composition.

Comparing numbers to 10

Children continue to make comparisons by lining items up with 1-1 correspondence to compare them directly or by counting each set carefully and comparing their position in the counting order.

Bonds to 10

The children explore number bonds to 10 using real objects in different contexts. E.g. There are 10 apples. How many in the tree and how many on the ground? 10 frames or egg boxes (with 10 holes) can be partially filled with objects and the children asked How many more do we need to make a full ten?

3D Shape

Children should be given opportunities to build using a variety of shapes and to construct their own 3-D shapes in different ways. Children can be introduced to the names of the shapes and be given opportunities to explore similarities and differences between them as they play and to sort them according to what they notice.

Pattern (2)

Build on the children's earlier AB pattern work by introducing more complex patterns. The children explore patterns which use items more than once in each repeat for example ABB, AAB, AABB, AABBB.

Understanding the World



Continue to develop a sense of continuity and change by being able to compare characters from stories.



Revisit/ ongoing throughout the year

Communication: Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.

Observation: Explore the natural world around them by making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.

Vocabulary:

Past, present, future, history, historical, celebrate, environment, community, religion, beliefs, observe, respect, map.

Chronology:

Talks about significant historical events and how things were different in the past.

Enquiry

Explore the natural world around them.

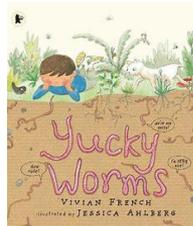
Describe what they see, hear and feel whilst outside.

Respect

Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.

Mapping:

Draw information from a simple map.



Home Learning:

Go for a walk in your local area. Can you create a map showing where you went? What things did you pass? How can you include them on your map?

Expressive Arts and Design



Vocabulary

Thick, thin, soft, pattern, line, shape, detail, charcoal, coloured pencil, felt tip pen, primary (colour), light, dark, warm, cold, bright, glue stick, scissors, thread, model, cut, stick, fold, bend, attach, assemble, join, press, poke, squeeze, roll, stack, pinch

Revisit/ ongoing throughout the year

Explore, use, and refine a variety of artistic effects to express their ideas and feelings.

Explore and engage in music making and dance, performing solo or in groups.



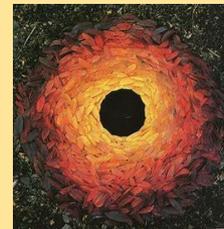
Create collaboratively sharing ideas, resources, and skills.

Explore and engage in music making and dance, performing solo or in groups.

Develop storylines in their pretend play.

Artist study – Andy Goldsworthy

Refer to Art and design progression map to facilitate progression through child led interests.



Charanga Songs:

Old Macdonald
Incy Wincy Spider
Baa Baa Black Sheep
Row, Row, Row Your Boat
The Wheels On The Bus
The Hokey Cokey

